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ABSTRACT

This is the first draft of a catalog of resources being developed to help the Cincinnati (Ohio) Public Schools identify inservice programs and other resources in connection with the Design for School Excellence. Two tables show the relationship between the resources and the Design for School Excellence indicators. The first table is coded to the programs that have been produced or adopted by the Cincinnati Public Schools over a period of years for the improvement of instruction, attendance, and social skills, among others. The second table shows cross references for the Design for School Excellence to audio- and video-tapes and other materials available in the Staff Development Center of the Cincinnati Public Schools. Each program description includes (1) the intended audience, (2) a brief description, (3) training provisions, (4) program materials, and (5) contacts for further information. (TE)

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Draft

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Resource Catalog

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Design for School Excellence/
School Improvement Program
1986-87

August 20, 1986

Resource Planning and Development
Department of Curriculum and Instruction
Cincinnati Public Schools

EA 020 169

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INTRODUCTION

This is the first draft of the Catalog of Resources being developed to help the schools in addressing the student and staff needs in connection with the Design for School Excellence. We hope to prepare the final draft after revisions and additions during the current school year.

As you use this catalog, please note any comments that you might have on its usefulness and send those to us. Your assistance in this regard will help us improve the catalog.

I would like to take this opportunity to thank the many people who helped in the preparation of this catalog, particularly, Jeanette Pesta, Perry Tomlinson-Ratto, Georgetta King, and Edith Williams. Thanks are also due to the Staff Development Center, particularly to Jerry Braun and Carol Yudofsky. My thanks also to Ella-Louise Manigan and Mary Leung of R P & D staff for typing and other related matters.

Zulfi Ahmad
Associate Director
Resource Planning and Development
August 15, 1986

ZA/elm

HOW TO USE THE CATALOG OF RESOURCES

This catalog has been developed to help the schools identify inservice programs and other resources in connection with improving indicators of the Design for School Excellence. There are two tables showing the relationship between the resources and the Design for School Excellence indicators. The first table is coded to the programs that have been produced or adapted by the Cincinnati Public Schools over a period of years for the improvement of instruction, attendance, and social skills, among others. The second table shows cross references for the Design for School Excellence to audio and visual tapes, etc. available in the Staff Development Center of the Cincinnati Public Schools.

Here are the steps to follow for the use of this catalog:

(a) select the indicator for which you need help from the top row of the table;

(b) Select the resource indicated by an X in the appropriate column;

(c) go to the descriptive section of this booklet and locate the appropriate page relative to that selected resource;

(d) call or write to the person/persons indicated as contacts for that program or audio-visual resource; and

(e) in case you need additional help, call the R P & D Branch at 369-4091.

ZA/elm

CROSS REFERENCES OF

DESIGN FOR SCHOOL EXCELLENCE INDICATORS

TO CINCINNATI PUBLIC SCHOOLS PROGRAMS

CINCINNATI PUBLIC SCHOOLS PROGRAMS PROGRAM	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
AFFECTIVE EDUCATION LEARNING ABOUT ME AND YOU (Gr. 1-3); Grades 4-6; COPING WITH ME AND YOU (Gr. 7-9)						X	X	X		X
TESA	X	X	X	X		X		X		
ODYSSEY	X	X	X							
HELP	X					X				
FAST PACED Rdg.	X							X		
LEARNING TO LEARN	X	X				X				
MINIMUM COMPETENCIES PROGRAM/ WRITING COMPETENCIES	X	X	X							
UEDP PROGRAM (HOTS)	X	X	X	X		X				
Social Skills	X	X	X					X		
ASSERTIVE DISCIPLINE						X	X	X	X	
MECC										

CINCINNATI PUBLIC SCHOOLS PROGRAMS PROGRAM	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
CONTENT READING	X							X		
DPRS	X					X				
ETSSA Motivation Time on Task Reinforcement Memory Oppor. Success Mastery Learning	X	X	X	X		X			X	
COMPREHENSION/ THINKING SKILLS	X					X				
CIMS	X	X								
ESSENTIAL SKILLS	X	X	X							
IPV Instructional Pacs for Volunteers	X (K)	X(3-8)				X	X			
MASA		X				X				
COOPERATIVE TEAM LEARNING	X	X		X		X	X	X	X	X
WRITING (PROCESS)			X					X		

CINCINNATI PUBLIC SCHOOLS PROGRAMS PROGRAM	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
VOCABULARY DEVELOPMENT PROGRAM	X	X	X			X	X	X		
BUILDING THINKING SKILLS	X	X				X		X		
S A G E	X					X		X		
CEMREL ORAL WRITTEN COMMUNICATION			X			X				
PHILOSOPHY FOR CHILDREN	X	X				X		X		X
CHILDREN'S CREATIVE RESPONSE TO CONFLICT PROGRAM						X	X	X	X	X
PROJECT CHARLIE				X		X	X		X	X
EFFECTIVE MANAGEMENT FOR POSITIVE ACHIEVEMENT IN THE CLASSROOM	X	X	X			X		X	X	X
THE KELWYNN GROUP	X	X	X	X	X	X	X	X	X	X
POSITIVE ACTION PROGRAM	X	X				X	X	X	X	

CROSS REFERENCE TO

DESIGN FOR SCHOOL EXCELLENCE INDICATORS

TO RESOURCES IN STAFF DEVELOPMENT CENTER

Video tapes

Sound filmstrips

Tape cassettes

Kits

RESOURCES FROM STAFF DEVELOPMENT CENTER VIDEO-TAPE	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
Improving the Quality of Student Thinking						X				
Effective Teaching for Higher Achievement	X	X	X			X		X		
School Improvement	X	X						X		
The Principal As Instructional Leader: Reflections on Effectiveness							X	X	X	
Effective Classroom Management in the Elementary School									X	
The Writing Process			X							
Had We Listened						X	X	X		
Effective Management for Positive Achievement in the Classroom						X		X	X	
Action Math		X								
The Voyage of the Mimi						X				
Teaching Word Problem Solving and Mathematical Insights		X								
Parent-Teacher Conferences						X	X			

RESOURCES FROM STAFF DEVELOPMENT CENTER VIDEO-TAPE	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
Study Skills Workshop I and II	X	X								
Systematic Training for Effective Teaching								X	X	
Stress Management and the School						X	X	X		
Evaluating Teacher Performance								X		

RESOURCES FROM STAFF DEVELOPMENT CENTER

SOUND FILMSTRIP	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
What Research Says to the Teacher Libraries						X		X	X	
Council on Interracial Books for Children										X
The Distorted Image										X

RESOURCES FROM STAFF DEVELOPMENT CENTER KITS	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
Child Abuse and Neglect						X		X		
Reading K-12 An Inservice Training	X									
Program for Teachers										
Teacher Education Resource Kits	X	X	X						X	
Parent Conference Kit							X			

RESOURCES FROM STAFF DEVELOPMENT CENTER

TAPE CASSETTES	READING ACHIEVEMENT	MATH ACHIEVEMENT	WRITING ACHIEVEMENT	STUDENT ATTENDENCE	STAFF ATTENDENCE	STUDENT ATTITUDES	PARENT ATTITUDES	STAFF ATTITUDES	DISCIPLINE	INTERRACIAL UNDERSTANDING
Dynamic Principals						X			X	
Cassette Tapes from ASCD	X	X								
The Thinking Skills Conference (CPS)	X	X								

DESCRIPTIONS OF RESOURCES

ASSERTIVE DISCIPLINE PHASE 2

The program was developed by Lee Canter after seven years of research into the problems of classroom management. Users of the program should have an understanding of the basic principles of Assertive Discipline. Read the following material:

How to use various response styles (assertive, non-assertive, hostile)

How to formulate a Classroom Discipline Plan

How to use positive reinforcement

How to use disciplinary consequences

The major components to this program are:

Assertive Discipline Phase 2 Inservice Media Package Leader's Manual

The format for this manual includes skills objectives, workshop material, workbook assignment, script for leader's presentation, video synopsis, and discussion.

Assertive Discipline Phase 2 Teacher Workbook K - 12

The workbook contains information about assertive discipline and activities designed for each session.

Video tapes:

Session One - Implementing Assertive Discipline in the Classroom (1)

Session Two - Implementing Assertive Discipline in the Classroom (2)

Session Three - Implementing Assertive Discipline Throughout the School Year

Session Four - Implementing Assertive Discipline Schoolwide

Cost:	Phase 2 Video Package, VHS or Beta	$695.00
	Phase 2 Leader's Manual	$ 9.95
	Phase 2 Teacher Workbook	$ 3.95

FOR FURTHER INFORMATION CONTACT: Georgetta King
Staff Development Center
531-5590

BUILDING THINKING SKILLS

AUDIENCE:	Elementary and secondary teachers.
DESCRIPTION:	The Building Thinking Skills series provides activities for cognitive skill development and analytical reasoning in a carefully sequenced instructional plan. A variety of thinking skills required for academic performance have been organized into four basic types--similarity and difference, sequence, classification, and analogy. Each skill is developed in figural and verbal form. This series may be used as an independent thinking skills course for classroom use, or as a tutorial plan for an individual student.
TRAINING:	A one-day training session is available.
PROGRAM MATERIALS:	Materials include Student Activity Books and Teacher Handbooks.
FOR FURTHER INFORMATION CONTACT:	Dr. Cathy Petrosky Curriculum and Instruction Education Center 369-4988

CHILDREN'S CREATIVE RESPONSE TO CONFLICT PROGRAM

This program will enable teachers to function in a program that will encourage children to be active participants in affirming themselves and others in working in a cooperative, friendly classroom.

The tools used to accomplish this task are generally games and exercises.

The major goals of the program are:

1. To develop toward a community in which children are capable and desirous of open communication,

2. To help children gain insight into the nature of human feelings, capabilities, strengths, to share their own feelings and become aware of their own strengths; and

3. To help each child develop self-confidence about his or her ability to think creatively about problems and begin to prevent or solve conflicts.

The major component to this program is the teacher's manual.

<u>The Friendly Classroom for a Small Planet</u>

A Handbook on Creative Approaches to Living and Problem Solving for Children

Priscilla Prutzman
M. Leonard Burger
Gretchen Bodenhamer
Lee Stern

Program piloted at Rockdale Elementary School (1985 - 1986)

Cost: $7.50 per Manual

FOR FURTHER INFORMATION CONTACT: Georgetta King
Staff Development Center
531-5590

CINCINNATI INSTRUCTIONAL MANAGEMENT SYSTEM (CIMS)

AUDIENCE:	CIMS tests are administered to all students, including special education students, in grades 1 - 8 in reading, and grades K - 9 in mathematics.
DESCRIPTION:	CIMS is a series of criterion-referenced tests developed to measure student mastery of specific skills. The tests are designed to assist teachers in monitoring pupil progress; CIMS tests provide for on-going diagnosis and formative evaluation of many of the reading and mathematics skills included in the Graded Course of Study. A computerized support system scores and analyzes the tests, keeps records, and generates reports for use by teachers, pupils, tutors, and parents.
TRAINING:	CIMS training sessions are conducted in September and January of each school year for instructor assistants, teachers, administrators, and other staff involved in the CIMS program. In addition, training is available throughout the year upon request from the school.
PROGRAM MATERIALS:	Materials include student tests for reading and mathematics, Teacher Handbooks, Test Administration Guides, a Catalog of Skills, CIMS Testing Models, and the CIMS Operator's Guide.
FOR FURTHER INFORMATION CONTACT:	Dr. Zulfi Ahmad Associate Director Resource Planning and Development Education Center 369-4090

CONTENT READING

AUDIENCE: Teachers of any subject, grades 4 - 12

DESCRIPTION: The Content Reading Inservice Training Program is designed to:

1. Improve content teacher attitudes toward the teaching of reading and thinking skills along with subject matter concepts.

2. Improve content teacher skills in the writing of study guides, tests, vocabulary exercises, and complete lesson plans.

3. Improve student attitudes toward reading, teachers, and school.

4. Improve student achievement in content subjects.

Content Reading materials and methodology are designed to help teachers acquire the skills needed to teach reading/thinking skills and subject matter ideas simultaneously.

TRAINING: Two 30-hour workshops are offered:

1. Content Reading for teachers of any subject, grades 4 - 6.

2. Content Reading for teachers of any subject, grades 7 - 12.

PROGRAM MATERIALS: Materials include a Training Manual, and Trainers Guide. Model Instructional materials have also been developed in the areas of English, mathematics, social studies, science, language arts, health, physical education, art, music, and vocational subjects. Also available is a multi-media package consisting of three-sound/slide shows.

FOR FURTHER INFORMATION CONTACT:
Lynne Smith
Associate
Resource Planning and Development
Education Center
369-4877

COOPERATIVE TEAM LEARNING

Cooperative Team Learning is a set of instructional techniques developed to meet four main objectives:

1. Increase achievement in basic skills in many subject areas and grade levels.
2. Develop positive intercultural relations in desegregated classrooms.
3. Increase mutual concern.
4. Improve students' self-esteem and feelings of competence.

A Cooperative Team Learning classroom is one in which students work and study together cooperatively to help one another learn. The three techniques implemented in Cooperative Team Learning are:

1. Teams - Games - Tournaments (TGT)
2. Student Teams - Achievement Divisions (STAD)
3. Jigsaw

These three programs accomplish program objectives through focused instruction, structured practice, assessment and recognition of student success.

TRAINING:	Teachers should receive six hours of training in the team learning approaches to instruction.
AUDIENCE:	Teachers of grades 3 - 12 reading, mathematics, social studies, and science.
TRAINER:	Edith Williams
TRAINING MATERIALS:	Using Student Team Learning Handbook from the Johns Hopkins Team Learning Project.
RELATED PROGRAMS:	Design for School Excellence and the School Improvement Program.
SPONSORED BY:	Resource Planning and Development
FOR FURTHER INFORMATION CONTACT:	Edith Williams Resource Planning and Development 369-4091

DIAGNOSTIC PRESCRIPTIVE READING SYSTEM (DPRS)

AUDIENCE:

The Diagnostic Prescriptive Reading System spans four levels, covering grades 4 - 6. The Diagnostic Prescriptive Reading Survey, a diagnostic instrument, is administered to all first-grade students in the fall of the school year.

DESCRIPTION:

This program's main objective is to improve the reading performance of under-achieving students through remediation of specific problems in perceptual, educational, behavioral, sociological, and physical areas.

The Diagnostic Prescriptive Reading System comprises four major components:

1. Screening for Under-achievement
2. Diagnosing Problems
3. Prescribing Treatment
4. Training of Teachers

In addition to the components listed above, the DPRS program also provides guidelines for confirming diagnosis, making referrals and managing the system.

The Diagnostic Prescriptive Reading Survey and Test Administration Guide are also available.

TRAINING:

The program contains a self-instructional training package for teachers. In addition, on-going assistance is provided through the Resource Planning and Development Branch.

PROGRAM MATERIALS:

Materials include 100 prescriptive units designed for implementation by the classroom teacher. Over 500 activities, at both the primary and intermediate levels, provide for remediation in the perceptual, educational, behavioral, and sociological areas.

FOR FURTHER INFORMATION CONTACT:

Edith Williams
Resource Planning and Development
Education Center
369-4091

EFFECTIVE MANAGEMENT FOR POSITIVE ACHIEVEMENT IN THE CLASSROOM

The E. M. P. A. C. classroom management program is based on the theory that good classroom management enables maximum student learning. "This program is an attempt to examine factors that make up effective classroom management, factors which include the intangibles that vary from teacher to teacher."

The major goals of the E. M. P. A. C. Program are:

1. To enable the participant to evaluate his/her current management systems, and

2. To enable the participant to devise new activities for the classroom.

The program consists of five video tapes and a workshop manual to be used by the participants.

TAPE 1 - How Teaching Styles Affect Classroom Management

TAPE 2 - Creating a Positive Classroom Atmosphere

TAPE 3 - Guidelines to Effective Classroom Management

TAPE 4 - The Role of Student Contact in Classroom

TAPE 5 - Discipline Approaches in the Classroom

The content of the program is a compilation of current research on effective schools demonstrated by nationally acclaimed and successful teachers.

Cost:	Facilitator's Manual	$6.95
	Video tapes, each	$

FOR FURTHER INFORMATION CONTACT: Georgetta King
Staff Development Center
531-5590

EFFECTIVE TEACHING STRATEGIES AND STUDENT ACHIEVEMENT (ETSSA)

AUDIENCE: Teachers of grades K - 12

DESCRIPTION: Effective Teaching Strategies and Student Achievement (ETSSA) is a modular teacher training program aimed at improving the academic performance of students in grades K - 12. The program is based on the belief that effective schooling can educate all students irrespective of their socio-economic backgrounds.

The most recent theories and research on effective schooling form the basis for the program which comprises the following module topics:

- Motivation
- Reinforcement
- Memory
- Time on-task
- Opportunities for Success
- Mastery Learning

Each of the above topics have been organized as self-contained modules and are available as separate booklets. Although any of these modules will help in improving instruction, it is recommended that the total program be used for full impact.

TRAINING: Teachers receive training in the effective use of the ETSSA techniques in their classrooms. Emphasis is placed on helping teachers design lesson plans which incorporate effective teaching strategies.

PROGRAM MATERIALS: Materials include an Inservice Trainer's Guide, teacher training materials, and sample student materials.

FOR FURTHER INFORMATION CONTACT:
Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
Education Center
369-4090

ESSENTIAL SKILLS TESTING PROGRAM

AUDIENCE:

The Essential Skills Tests are administered to Cincinnati Public School students, grades 1 - 8 in reading and mathematics.

DESCRIPTION:

The purposes of the Essential Skills tests are:

1. To monitor achievement at the completion of each year of instruction to insure that students attain mastery of the essential skills which enable them to benefit from instruction at the next grade or course level.

2. To promote the implementation of instructional programs which insure that all students are taught essential skills.

3. To identify students with skill deficiencies who are in need of appropriate corrective or remedial instruction.

4. To enable teachers and principals to identify the strengths and weaknesses of instructional programs and to plan for improved student achievement.

Essential Skills Tests measure student mastery of reading and mathematics "core skills" in the curriculum which are critical to continued academic progress.

TRAINING:

Curriculum supervisors and Resource Planning and Development staff provide training to schools in testing procedures, interpretation of reports, and the instructional use of test results.

PROGRAM MATERIALS:

Reading and Mathematics Essential Skills test booklets, grades 3 - 8

Test Administration Guides

Catalog of Skills

FOR FURTHER INFORMATION CONTACT:

Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
Education Center
369-4090

FAST-PACED LANGUAGE ARTS/READING CURRICULUM

AUDIENCE:	Students at grades 7 - 8
DESCRIPTION:	The Fast-Paced Language Arts Curriculum is designed to provide a two-year fast-paced instructional sequence in language arts for grades 7 - 8. Fast-Paced integrates reading, writing, and oral communication, and is designed for students whose achievement, based on the California Achievement Test, is below-grade level. The purpose of the Fast-Paced Curriculum is to insure that students have exposure to grade level materials and instruction by completion of the eighth grade.
TRAINING:	Teachers receive training in the content and implementation of the Fast-Paced Curriculum which was developed by teachers at Peoples, Schwab, and Shroder Schools.
PROGRAM MATERIALS:	The Fast-Paced Language Arts and Reading Curriculum and Scott, Foresman basal reader.
FOR FURTHER INFORMATION CONTACT:	Dr. Zulfi Ahmad Associate Director Resource Planning and Development Education Center 369-4090

HIGH EXPECTATIONS LEARNING PROGRAM (HELP)

AUDIENCE:	All students in the district, grades 1 - 6.
DESCRIPTION:	The High Expectations Learning Program (HELP) is a model designed to facilitate academic excellence by incorporating effective instruction strategies and high academic standards. The essential elements of this program are placement, pacing, grouping, and the organization of time for instruction. All students in the program receive grade-level instruction in Language Arts/Reading. Supplementary instruction is provided for students in need of remediation or enrichment.
TRAINING:	Teacher training and technical assistance is available through Resource Planning and Development.
PROGRAM MATERIALS:	No special materials are required. The HELP model is designed to be implemented in schools using the Scott, Foresman reading program.
FOR FURTHER INFORMATION CONTACT:	Dr. Zulfi Ahmad Associate Director Resource Planning and Development Education Center 369-4090

HIGHER ORDER THINKING SKILLS PROGRAM (HOTS)

AUDIENCE: Students of average ability (Stanines 4, 5, and 6) in grades 4 - 6.

DESCRIPTION: HOTS, a computer-use program developed by Dr. Stanley Pogrow of the University of Arizona, replaces traditional drill and practice with activities that focus on systematic higher order thinking skills. The activities are specially designed to generate gains in basic skills while also improving students' thinking abilities and social confidence. A curriculum has been developed with detailed lesson plans to promote problem solving and generalization skills in such a way that basic skills also improve.

TRAINING: Techniques have been developed to train teachers in how to take maximum advantage of the computer to create an exploratory classroom environment. For additional information regarding training, contact Dr. Stanley Pogrow, University of Arizona, College of Education, Tucson, AR 85721.

PROGRAM MATERIALS: Materials needed for the HOTS program include the Apple IIe computer and other hardware, a variety of software, and the HOTS curriculum developed by Dr. Pogrow.

FOR FURTHER INFORMATION CONTACT: The Educational Technology Resource Center
Resource Planning and Development
Education Center
369-4941

THE KELWYNN GROUP

The KELWYNN Group has developed an entire implementation system for schools needing assistance in school improvement. The Implementation System for Effective Schools (ISES) is a seven-stage program to be used by site-level schools or school districts in developing more effective schools.

KELWYNN's Implementation System for Effective Schools is designed to progress through seven specific stages. In addition, each of the stages have phases or steps. These stages are as follows:

- Commitment Stage
- Staff Training Stage
- Assessment Stage
- School Improvement Planning Stage
- Implementation Stage
- Evaluation Stage

TRAINING: Three days of Cadretraining is required for school teams. Local school training by Cadre for faculty and staff

PROGRAM MATERIALS: Materials include KELWYNN video tapes, workbooks, Evaluation and Assessment materials.

FOR FURTHER INFORMATION CONTACT:
Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
369-4090

LEARNING TO LEARN

AUDIENCE: High School students

DESCRIPTION: Learning to Learn is a system designed to teach students how to think by using questioning strategies. The questions are developed by the students themselves and encompass three stages.

1. Input - generating questions from lectures, notes, books, and handouts.

2. Organizational - flow charting and information mapping

3. Output - taking essay and objective exams; writing short essays and term papers..

TRAINING: Content area teachers receive training in two- or three-day workshops.

PROGRAM MATERIALS: Materials include an Instructor's Manual, Student Workbook and supplementary instructional booklets.

FOR FURTHER INFORMATION CONTACT:
Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
Education Center
369-4090

MATHEMATICS AND SCIENCE ACTIVITIES FOR GIFTED AND TALENTED STUDENTS (MASA)

AUDIENCE: Elementary teachers and students of grades K - 6

DESCRIPTION: The MASA program has three major components:

1. Nomination/Identification: This process is multi-factored and cost efficient, and is designed to identify those students who evidence exceptional ability or potential in the areas of mathematics and science.

2. Staff Development: The MASA Handbook serves as a training model for the regular classroom teacher, as well as special teachers of the gifted.

3. Activity Guides: These guides are divided by the two content areas and by primary and intermediate levels. The activities are designed to extend and enrich instruction which occurs in the regular classroom. Students are challenged to think creatively and critically, and to become involved in the direct "hands-on" learning experience.

TRAINING: Teachers are encouraged to participate in a two-day (12 hour) inservice session on the program components listed above.

PROGRAM MATERIALS:
- MASA Handbook
- Primary Activity Guide in Mathematics
- Primary Activity Guide in Science
- Intermediate Activity Guide in Mathematics
- Intermediate Activity Guide in Science

FOR FURTHER INFORMATION CONTACT:
Dr. Cathy Petrosky
Curriculum and Instruction
Education Center
369-4988

MECC (MINNESOTA EDUCATIONAL COMPUTING CORPORATION)

AUDIENCE:	All teachers and employees of the Cincinnati Public School system
DESCRIPTION:	Microcomputer courseware that operates on the Apple II computer, grade levels K - 12, in the areas of mathematics, language arts, science, social studies, business, fine arts, computer literacy, computer programming, problem solving, and computer related training materials. All the courseware comes with documentation suitable for use with classes.
TRAINING:	Teachers can become familiar with most of the programs through the use of the furnished documentation. Some PGI (Professional Growth Institute) courses are offered for specific utilities and word processing programs.
PROGRAM MATERIALS:	Approximately 150 disks containing computer programs with each disk having its own set of documentation.
FOR FURTHER INFORMATION CONTACT:	Mr. Donald Hatfield Teacher Specialist Resource Planning and Development Education Center 369-4940

ODYSSEY

AUDIENCE: Students in grades 4 - 8

DESCRIPTION: Odyssey is a thinking skills program in which students are directly taught a broad range of generally useful thinking skills and cognitive strategies which can be applied throughout the curriculum. Thinking is a approached as a life skill which involves abilities, strategies, knowledge, and attitudes. The teaching approach is designed to ensure student participating and intellectual involvement, with an emphasis on discussion and metacognition. Students engage in problem-solving reasoning, decision making and creative activities, some of which are paper and pencil exercises.

TRAINING: Four to six hours of teacher inservice, designed to introduce the program and support its implementation, is recommended,but not required.

PROGRAM MATERIALS: The Odyssey program is comprised of six Teacher Manuals and Student Workbooks, one for each of the following six areas of cognition: Foundations of Reasoning, Problem Solving, Decision Making, and Inventive Thinking.

FOR FURTHER INFORMATION

Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
Education Center
369-4090

POSITIVE ACTION PROGRAM

POSITIVE ACTION is an effective curriculum that uses a systematic approach to total self-concept enhancement. This program is based on theory and on universally valued and accepted common-sense principles. The program is scoped and sequenced for grades one through 6 and is easy to use.

The POSITIVE ACTION PROGRAM develops cognitive, affective, and behavioral domains and includes a variety of teaching strategies. The program contains concepts in which students are innately interested and integrates well with other curricular content areas.

The POSITIVE ACTION PROGRAM contains completely developed lessons and provides all the materials necessary for each lesson. The lesson plans generate high student interest and contain general principles as well as specific skills.

POSITIVE ACTION is an effective school climate program because it

- involves daily schoolwide participation
- is taught daily by classroom teachers
- teaches common vocabulary and concepts
- provides mini-inservice each day to teachers
- develops an atmosphere in which individuals function best
- involves parents
- develops positive behavior
- provides specific climate activities
- is proactive, not reactive

FOR FURTHER INFORMATION CONTACT:
Georgetta King
Staff Development Center
531-5590

project charlie

PROJECT CHARLIE is a drug/alcohol abuse prevention program for elementary school children. It's purpose is to promote the social emotional growth of children and to prevent alcohol/drug abuse. The program has received national recognition and is now being implemented in hundreds of schools and communities across the country. In the Cincinnati area alone, over 6,000 students in 15 different school districts participate in Project CHarlie groups each week.

THE CURRICULUM is written for elementary schools and is divided into two sections, Primary (K-3) and Intermediate (grades 4-6). It has four sequentially developed units which contain lesson plans, worksheets, games and directions for making teaching aids and tools suggested for use. Each lesson has specific objectives and suggested methods for implementation.

UNIT 1 - SELF AWARENESS
The first and longest unit stresses personal awareness of strengths and capabilities, and expression of feelings. Activities on uniqueness, strengths, successes and friendship are used, including role playing, activity sheets, small group discussions, films and creative projects. Basic feelings are discussed. Students learn to distinguish between thoughts, feelings and actions.

UNIT 2 - RELATIONSHIPS
This unit helps children identify qualities of friendship, encouraging them to examine their values, the effect of peer pressure on their behavior and their relationship with their families, friends and classmates.

UNIT 3 - DECISION MAKING
The activities in this unit encourage the children to explore their personal/family values and learn to make decisions based on what they believe rather than on outside sources. Steps in making decisions are presented, as well as techniques in exploring alternative choices and their subsequent consequences.

UNIT 4
This unit helps to increase student awareness of the different advertising, peer pressure and societal acceptance of drug use and abuse and the exploration of alternatives, choices and their outcomes.

TRAINING to use the Project CHarlie curriculum is available through the Alcoholism Council. The two day workshop includes:

* information on chemical dependency, prevention, and affective education
* small group experience to familiarize teachers with the curriculum
* a panel discussion with experienced Project CHarlie teachers
* an opportunity for participants to view films and other learning materials used in conjunction with the curriculum

FOR INFORMATION on training dates and fees, phone the Alcoholism Council, 281-7880.

For further information, contact: Georgetta King, Staff Development Center (531-5590)

PROJECT SAGE

AUDIENCE:	Students in grades 1 - 5
DESCRIPTION:	The objectives of the SAGE program are to improve higher order and critical thinking. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units, and independent study. Curriculum activities utilized in Project SAGE include brain teasers, logic, group discussions, creative activities, research, and self-awareness activities.
TRAINING:	Training is provided through the National Diffusion Network.
PROGRAM MATERIALS:	Program materials include Teacher Manuals and Student Activity books.
FOR FURTHER INFORMATION CONTACT:	Dr. Cathy Petrosky Curriculum and Instruction Education Center 369-4988

VOCABULARY DEVELOPMENT PROGRAM

AUDIENCE: Teachers and students, grades 7 - 8

DESCRIPTION: The Vocabulary Development Program has been designed to integrate vocabulary skill concepts into the curriculum of the system. The program's objectives are as follows:

1. To train teachers in developing vocabulary through use of the cluster techniques.

2. To develop cluster vocabulary for grades 7 - 8.

3. To improve student achievement in reading.

During the 1985 - 86 school year, the Vocabulary Development Program was piloted in selected middle schools.

TRAINING: Training is available in the vocabulary cluster technique developed by Dr. Robert Marzano.

PROGRAM MATERIALS: Materials have been developed to support the strategies.

FOR FURTHER INFORMATION CONTACT:

Dr. Zulfi Ahmad
Associate Director
Resource Planning and Development
Education Center
369-4090

WRITING COMPETENCIES

AUDIENCE: Writing (English/Language Arts) Teachers at grades 3, 6, 8, and 11.

DESCRIPTION: For purposes of the Design for School Excellence Program, writing mastery is defined as mastery of at least an established minimum number of skills on locally developed competency tests in writing.

Tests data from the highest grade level tested at a school will be used to determine whether a school has reached merit status on writing mastery. Each school's test data will be compared with data available from other schools at the target level.

The writing program is designed to assist pupils at grades 3, 6, 8, and 11. A Teacher Manual (grades 3, 6, 8) is available as a guide for the testing, diagnosis, and reteaching of pupils in acquiring writing skills.

TRAINING: Training for the scoring procedures will be offered to teachers to be trained as raters at various target grades (3, 6, 8, and 11). Training for teaching writing competency skills will be made available through supervisors.

PROGRAM MATERIALS: Writing Competencies Tests

Writing Competencies Teacher Manual

FOR FURTHER INFORMATION CONTACT:

Michele Wenger, Associate
Resource Planning and Development
Education Center
369-4965

or

Margaret Grizzard, Associate
Resource Planning and Development
Education Center
369-4092

THE WRITING PROGRAM

AUDIENCE: Cincinnati Public School teachers--elementary and secondary levels.

DESCRIPTION: The Writing Program is committed to the goal of improving students' writing through strengthening teachers' skills and confidence. The primary component of the program is the Writing Workshop. The basic assumption guiding each workshop is that understanding and attending to writing as a process will generate quality classroom activities and writing products.

TRAINING: Three different workshops, each 30 hours, are offered:

1. Teaching the Writing Process (Secondary English teachers).

2. Teaching the Writing Process (Elementary language arts teachers.

3. Writing Across the Curriculum (teachers of any subject, grades 4 - 12).

In the workshop, teachers engage in the writing process, and share their experiences as writers and as teachers of writing. Opportunities are given for participants to extend their knowledge of writing research findings and theory, generate writing activities for use with their students, and to learn the holistic and primary trait scoring process.

PROGRAM MATERIALS: Available handbooks include Expressive Writing, Audience-Oriented Writing, Primary-Trait Scoring, and Writing Across the Curriculum

FOR FURTHER INFORMATION CONTACT:

Lynne Smith
Associate
Resource Planning and Development
Education Center
369-4877

CURRENT COURSES @ UC

Curriculum & Instruction:

18-214-780 - Attitude Formation & Change in The Classroom. 3 gr. cr. Affective learning, values and valueing, group process, translation to student and teacher behavior.

18-214-782 - Classroom Management. 3 gr. cr. Emphasizes relationship between instruction and discipline. Stresses skills necessary to implement humanism, interactive and behavioral models of classroom management.

18-214-848 - Analysis of the Teaching Process. 3 gr. cr. An examination of student & teacher classroom behaviors through the use of observation analysis and interactive analysis.

Early Childhood Education

18-620-774 - Management Techniques in Early Childhood Settings 3 gr. cr.. Investigation of strategies & techniques used by teachers to guide children to engage in acceptable behaviors in the early childhood classroom

Educational Foundations

18-208-787 - Self-Concept & Achievement Relationship between feelings and self-worth and achievement, effects of teaching-learning environment.

School Psychology

18-055-982 - Social Learning Interventions for Children's Learning & Behavioral Problems. 3 gr. cr. Reviews recent literature in social and cognitive learning that has implications for assessment and interventions with children.

Counseling

18-213-787 - Counseling in the Schools. 3 gr. cr. Introduction to the role of school counselor with emphasis on understanding student adjustment difficulties and developing appropriate intervention strategies.

Continuing Education Option

Rather than having teachers select from existing courses which may or may not meet the Social Skills Committee's needs, an alternative option available is to develop a course or courses specifically designed for the Social Skills program of the Cincinnati Public Schools. Such a course could be cooperatively designed by UC faculty and Cincinnati School staff to address the specific problems and needs of the teachers, schools and social skills program. The course could be taught either at the University of Cincinnati or, at a time and location more convenient to the teachers off campus (e.g. Crest Hills). Such a course could be offered for either or both (i.e. teacher's option) graduate credit or CEU's. Graduate credit would require payment of tuition fee to UC ($248) while the CEU fee is usually lower and arranged via the Division of Continuing Education.

Two possible courses which might be developed and taught based upon teacher feedback from the year's in-service workshops would be:

Social Skills & Classroom Management: This course would focus on the hidden social skills curriculum of teacher/student interactions. Understanding teacher and student behavior, effective discipline techniques, motivating children to learn, and parent/teacher conferencing techniques would be examples of areas to be covered in this course.

Developing Students' Social Skills: Practical classroom techniques : This course would introduce teachers to specific techniques for teaching essential social skills in the classroom (understanding, empathy, communication, cooperation and responsibility skills. Teachers would also learn skills for conducting effective group discussions, classroom meetings and developing the class into an effective, cooperative working group.

[Note: I would be happy to work with the social skills committee in designing and teaching this course via UC's Division of Continuing Education]

SIP LEADERSHIP ACADEMY

August 20, 1986

EVALUATION

Circle the number on the scale which best describes your feelings.

1. Overall, how would you rate the content of the presentations today?

NOT VALUABLE	1	2	3	4	5	VERY VALUABLE

2. How pertinent was today's session to your needs and interests?

NOT PERTINENT	1	2	3	4	5	VERY PERTINENT

3. Overall, how would you rate the content and experience of the work sessions?

NOT VALUABLE	1	2	3	4	5	VERY VALUABLE

4. How clear were the goals of today's session?

UNCLEAR	1	2	3	4	5	VERY CLEAR

5. What topics/discussions did you find most useful?

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6. How would you improve today's workshop?

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